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ABSTRACT

A primary purpose of this book is to show the danger of racism and inaccuracy in the often-told Asian American success story by telling about the other side of Asian American academic success. Outlining an approach to family-based multicultural education, the book provides a model for paraprofessional, bicultural counselors to meet the needs of students, their parents, and school administrators. The book opens with the story of a Hmong girl that illustrates the difficulties often encountered by Hmong and other Southeast Asian children in their efforts to pursue an American education. Chapters 1 and 2 provide background information about the Hmong and other Asian Americans. Chapter 3 describes the experiences of Hmong children in two school districts in California and on the east coast. Chapters 4 and 5 focus on cultural influences and the challenges that exist in the present school system. Chapter 6 offers a theory of family-based multicultural education to counter the deficit theories that have been at the root of schools' inadequate responses to the needs of immigrants. Teaching methods are not as important as teacher attitudes, which should reflect a belief in cultural difference as strength. (Contains 1 table and 130 references.) (SLD)

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